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2018 Special Education Director Webinar

Special Education Programs
November 20, 2018

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All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

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College, Career and Life Ready

All students graduate college, career and life ready.

Students enter 4th grade proficient or advanced in reading.

Students enter 9th grade proficient or advanced in math.

The gap for Native American students is eliminated.

Students graduate high school ready for postsecondary or the workforce.

Students have access to high quality standards and instruction.
Students are supported by effective teachers and leaders.
Students enter schools that provide an environment conducive to learning.

Students have opportunities to engage in 21st century learning.

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Proficiency in Reading
by 4th Grade

Proficiency in Math
by 9th Grade

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Dyslexia Survey Open

- Link for survey sent to Special Education Directors last week
- Request for numbers would be estimates as not a required data element
- Aggregate information will be used to report updates during legislative session
- Please reply by Nov. 23

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Districtwide Accommodations

- When are they appropriate?
  - Need to look at what is being assessed (evaluated)
  - Would the accommodation change the construct or purpose of what is being assessed? (evaluated)
  - Is it lowering the expectations of what the student is supposed to know?
  - Check the assessment manual (such as for MAPS or DIBELS)

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Districtwide Accommodations

- Examples:
  - Dibels – reading fluency – read aloud would not be appropriate
  - Assessing for reading comprehension in which you want to know if the student can understand what they are reading – read aloud would not be appropriate
  - Science content – read aloud may be appropriate as you want to know if the student knows the content

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Districtwide Accommodations

- Make sure to discuss and document at IEP meeting
  - What accommodations are needed
  - When the accommodation is to be used
  - What assessments the accommodation can be used on
  - Reasoning for making that decision
  - How the accommodations will be monitored

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Students graduate ready for post-secondary or the workforce.

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Applying Graduation Requirements to Students with Disabilities

- Updated (Nov 2018) document to include language aligned with the new graduation requirements
- Some Topics
  - Participation in Graduation Ceremonies
  - Implications of modified coursework
  - Procedural safeguards with regards to students with disabilities graduating from high school
  - Implications of regular signed diploma
  - Wording on a report card or transcript
- Disabilities Policy
  https://doe.sd.gov/gradrequirements/

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High School Transition

- Clarifications
  - Transition assessment and permission (consent to evaluate)
    - Permission needed only if a full transition assessment is being given
    - Permission not needed if being used to show progress
  - Consent to invite Outside Agency
    - Written consent is needed prior to inviting the agency
    - Verbal consent is not enough – must be written consent before contacting the outside agency
  - Student can be his/her own guardian and still receive services

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YLF Applications

- Due Dec 20, 2018
- Applications
  - Available at: https://tslp.org/index.php/youth-leadership-forum/
- For more information contact your regional TSLP
  - Contact information at
    https://tslp.org/index.php/contacts/

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Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

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Take-aways from Advanced IEP Workshop

- The Advanced workshop introduced the practice of using data to look at outcomes and review processes and procedures. This will be similar to what will be done in Results Driven Accountability.
- State and federal data were used to look at trends, discuss differences and explore possible causes and impacts.

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Take-aways from Advanced IEP Workshop

- Review how disability adversely effects educational performance and impact on disability and eligibility determination.
- Review differences between specialized instruction and
  - Instructional strategies
  - Universal design for learning
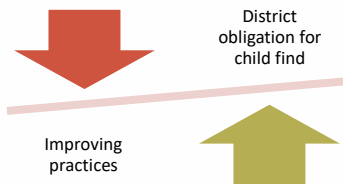 - Response to intervention
  - Differentiated instruction

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Take-aways from Advanced IEP Workshop

Find the Balance

District obligation for child find

Improving practices

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Science CCC Webinars

- Overview of the Science CCC
- Instructional Strategies
- Resources
- Examples based on the grade band

Register at DOE events page

- Elementary:
  - December 6, 2018
  - Noon to 1:00 pm
- Middle School
  - December 11, 2018
  - 2:30 to 3:30 pm CST
- High School
  - December 12, 2018
  - 2:30 to 3:30 pm CST

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IEP Quality Website Tip of the Month:

iepQ
IEP Quality Project

Annual Goals (Social/Emotional Behaviors)

When writing annual goals for social/emotional behaviors, it is common to write them as a decrease in instances of the target behavior:

"When given a redirection by staff with which he does not want to comply, Tom will decrease instances of swearing at staff from an average rate of 10 per day to 3 or fewer per day based on…"

This goal is definitely observable and measurable and based on data, so what is the issue with this approach?

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IEP Quality Website Tip of the Month continued: iepQ

A goal that is written only as a decrease in the target behavior:

- Focuses only on the unwanted behavior and not student successes.
- Has no measure of possible replacement behaviors to indicate potential usefulness.
- Does not specify the replacement behavior and skills that the student is to be taught.

These skills can vary greatly for the same target behavior based on the function of the behavior for the student.

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IEP Quality Website Tip of the Month continued: iepQ

For these reasons, best practice for functional goals is to state the target desired (replacement) behavior(s) **being taught or strengthened in a positive manner.**

"When given a redirection by staff with which he does not want to comply, Tom will increase his use of coping/calming strategies (i.e., request a break, take 3 deep breaths, rub the back of his neck) from a rate of 20% of opportunities to a rate of 80% or more of opportunities, on observed daily opportunities for 3 consecutive days.

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More free IEP guidance, examples, and resources can be found at:
https://sd.iepq.org

Contact Brandi Gerry for more info or log-in questions.

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School Climate

Students enter schools that provide an environment conducive to learning.

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Beef Up Your Behavior Impedes Learning

- **ARSD 24:05:27:01.02.** (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.

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BIL Tips

- Think of it as a **support**, not an **intervention**
- Focus on the **antecedents** and the **function**
- Think of it as a **teaching** plan
  – Not just what the student will do
  – How will the **staff teach** that behavior
- Should be **short** and easy to follow
- The **whole team** (including the **student**) should discuss

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Having Tough Conversations about Behavior

- Build the relationship
  - Send home positive notes
  - Make positive calls home
- Be prepared
  - How will you stay positive?
  - Bring data
- Start with the positive
  - What does the student do well?
- Focus on the issue, not the student
  - Tell them they have a great kid
  - How is this **behavior** going to hold him/her back from full potential?
- Ask parents for suggestions
  - Find ways to incorporate the suggestions
- Leave with a plan

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Food for Thought

Addressing Trauma

Only the person who experienced the event(s) can decide if it's traumatic.

1. **Is your school/district trauma friendly?**
   A. Do you discus the possibility of possible trauma when working with a student with behavior issues?
   B. Do you use "trauma friendly" language?
      "How can I help?" vs. "What's wrong with you?"
   C. Can all staff recognize signs of trauma?
2. **Students who have had traumatic experiences**
   A. Do better in predicable environments
   B. Need to be taught coping skills
   C. Can feel threatened in environments that may not feel threating for us

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Multi-tiered System of Supports Informational Webinar

- December 20, 10:00AM-12:00PM CST

Join Skype Meeting
- Join by Phone
- Toll number: 8664108397
- Find a local number
- Conference ID: 6052803568
- The applications to become part of the next MTSS cohort will be available at that time and will be due February 8, 2019
- Please contact Becky Cain at Rebecca.cain@state.sd.us with any questions

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DATA

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You can still sign up for BDI 2 Modules
❑ Undergraduate credit ($45)
❑ Graduate Credit ($45)
❑ CEU's (15 hours)
❖ Must have a K12 email address

Contact: jodi.berscheid@state.sd.us

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Launchpad Updates Complete

Indicators 11 and 12 are now ready for districts to:
- enter student data for the 2018-2019 reporting period;
- upload all 2018-2019 district calendars, including calendars for Indicator 12, if applicable

User ID and passwords are the same as last year.

If you have any questions regarding Indicator 11 and 12, please contact:
jodi.berscheid@state.sd.us

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Indicator 11
Child Find: Timely Initial Evaluations

➢ Due August 1 of each year
➢ Measures Percent of children who were evaluated within 25 school days of receiving parental consent to evaluate. (Day 1 - Count begins day district receives permission)

DO report students if:
o permission is received (even if student moves during testing window or evaluation process or if testing couldn't be completed for some reason). Make notes in "other".
o student is evaluated by outside evaluators.
o student moves *into* your district from another district or state and student ***does*** require additional evaluations to determine SD eligibility.

DO NOT report students if:
o parent permission is NOT obtained
o it is a three year re-evaluation for continued eligibility.
o student is currently receiving special education services and now being evaluated to "add" related services.
o they are an initial referral for Birth-3 services.
o A student moves *into* your district from another district or state and student ***does not*** require additional evaluations to determine SD eligibility.

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Indicator 12
Transition from Part C to Part B

➢ Due September 1 each year
➢ Measures Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an ***IEP developed and implemented by their third birthday.***

DO report students if:
o a student received Part C services and is being evaluated to determine continued eligibility into Part B. (IEP developed and implemented by students 3rd birthday.
o a student's birthday and/or eligibility meeting occurred between July 1st & June 30th of reporting period. (some birthdates may fall outside of reporting period)
o permission to evaluate is received. (***prior*** to 3rd birthday)
o student is evaluated by outside evaluators.
o student moves *into* your district from another district or state and student ***does*** requires additional evaluations to determine SD eligibility.
o a student moved during the evaluation process. (Select student moved in appropriate box)

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Indicator 12
Transition from Part C to Part B

DO NOT report students if:
o parent permission is NOT obtained
o it is an initial referral for Birth-3 services NOT Part B.
o it is an initial referral for Part B services for students 3-21 (**student did not receive B-3 services)** (this child would be entered on Ind. 11)
o A student moves *into* your district from another district or state and student ***does not*** require additional evaluations to determine SD eligibility.

https://doe.sd.gov/sped/documents/Ind-11-Reporting-Guide.pdf

https://doe.sd.gov/sped/documents/Ind-12-Reporting-Guide.pdf

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ACCOUNTABILITY

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Parental Prior Written Notice (PPWN)

- Remember a PPWN should be as individualized as the eligibility or IEP meeting of a student.
- A, B, C, D statements should reflect discussion and data to support decisions in the Eligibility/IEP meeting.

Internal Review: Does your PPWN or consents look alike, have vague statements, did not complete all sections, etc…? Please review resources below:

- Resources
  - Webinars on PPWN
  - IEP TA Guide (page 69)
  - Eligibility Tools and Resources

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Parental Participation

- Parental input in the process is an important aspect of special education.
- It appears 488 times in Special Education regulations (ARSD 24:05)

- Most parents are not experts in the IEP process. They may not be able to use educational terms or understand what you are requesting or how their concerns apply to process.

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Parent Participation:
Internal Review

If parents only agree or give one sentence input, try to come up with questions that will encourage input.

- Consider questions that link impact at school and home.
- Are you able to connect or translate their concerns with the IEP?

- Are you documenting concerns and suggestions as related to process (PPWN/Consent and/or IEP PLAFFP)?

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TEACHER OR DISTRICT SHARING

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Harrisburg Soccer Team

Team honors special needs students

Click Here to read the article

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Next Sped Directors LiveMeeting

December 18, 2018
10:00am CST

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**December 2018 Child
Count Data Collection**

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Enrollment Reminders

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Enrollment in Sped/Out of District Placement

Special Ed Category

Enrollment for Children ages 3-5

- Students ages 3-5 who are receiving special education services must be entered in Infinite Campus
  - to receive funding
  - for Indicator 6 and 7 reporting purposes.
- If you have any questions about entering student ages 3-5 please contact your region representative.

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Getting Started

- Access website:
  http://www.doe.sd.gov/ofm/data-childcount.aspx
- Need District Login and Password (login same as last year - password was set by district). If password is forgotten or misplaced, contact DOE to have it reset.
- Extract data file from district's Infinite Campus, save to desktop or some other easy to access folder
  - Remember if uploading an excel file the worksheet name must be entered.
  - If using an Excel data file please use a file with an extension of .xlxs. Older versions of Excel will result in a failure to upload.
- Timeline for data submission: Dec. 3 thru Jan 18th
- Final certification: Jan 18 thru Feb 8th

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From Infinite Campus you will need to run the below report and save as either a CSV or Excel file.

Click on this report

MUST BE 12/1/2018

Extract format MUST be csv!

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Below is a sample data file from Campus, several columns have been removed to be able to display here.

Make sure date column is **12/01/2018**, there are all zeros in the flagged column and no student has more than one enrollment record in the upload.

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From DOE home page http://www.doe.sd.gov/
select – December Child Count.....

Access the database to upload data file, choose CLICK HERE

Troubleshooting

- Special Ed Programs has three separate Launchpad applications with different log in and password information
  - Child Count and Extraordinary Cost Fund
  - Indicator 11 and 12
  - Indicator 14
- Make sure to access the link for Child Count Launchpad site on the child count page
- Make sure to use the username and password specific to Child Count/ECF application
- Forgot login and password
  - First check with Superintendent or Business Manager if they have because it is the same as the one used for ECF
  - Contact DOE (Angel, Susan, or Bobbi) to reset password – will be emailed to Superintendent, Business Manager or Special Ed Director only

Enter login and password, click on SUBMIT.

South Dakota

Launchpad 2013

Launchpad Applications for State of South Dakota

Logon Name:

User Password:

Submit

System is to be used by authorized personnel.
Usage is logged.

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Click on DE64SEChild Count.....

South Dakota

Launchpad 2013   Last Logon: 11/13/2014 9:55:58 AM

Launchpad Applications for State of South Dakota

Applications   Production Internet Applications
                      DE64SEChildCount

Change Password

About

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Child Count Year
2018

Select District
Gram-Deuel 25-3

Action
Support Tables
Administration
Reports
Close

You have now successfully logged into the data collection program! Click on ACTION to get started. Then click on UPLOAD.

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Slide 1

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Choose the appropriate file type; csv or excel (**you may only use Excel 2010, file ends with *.xlsx**) if choosing excel you must note the name of the worksheet that includes the data). Then click on Browse to find data file and finally Upload File. If the file has no errors you will get a summary of the count of records and a button to IMPORT RECORDS.

Child Count Year	File Type [csv ▾]
2018	Browse...
Select District	Upload File
Choose District

Action
Upload
CC Submission
Submission Summary
PPPS Sign off list
Summary by District
Summary by School
Student Search

Support Tables
Administration
Reports
Close

The menu items: PPPS Students and PPPS Signoff will only be displayed if the district is required to submit private school student data.

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Slide 2

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Note: On the below example we are uploading an excel file – the name of the worksheet is prism. If uploading a CSV file – no sheet name is required.

Child Count Upload

File Type [Excel ▾]
Sheet Name [prism]
C:\Users\Depr14748\Des [Browse...]   View File Layout   View Upload History
[Upload File]

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Slide 3

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This file has errors and therefore it will not load...each line will identify the student for which the error has been detected AND a short description of the type of error. Time to fix the errors either in Campus or if due to a multiple records for the same student – to fix the file before attempting another upload.

Child Count Upload

File Type [csv ▾]
[Browse...]   View File Layout   View Upload History
[Upload File]

| Record | Errors |
| Parkston 33-3 Elementary 777777777 student F F WH 03/02/2009 A RG 1 315   0.67   C 360   3   33003 33003 12/01/2019 | This record has been flagged |
| Parkston 33-3 SPED Out of District Placement 000000001 student 55.M WH 04/05/2008 F I K 100   0.67   C 505   SF 33003 43017 12/01/2019 State must be 8 or 9 digits |

Total number of rows read: 10

Number of rows with errors: 2

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Below is the screen that will reflect a successful upload – **you must click on Import Records** to proceed.

Below is the submission signoff page – providing a summary count by LRE and primary disability. Sign here after reviewing and verifying your data.

Options for Reviewing Data

- Menu item – Summary by District provides a count by disability for either the entire district or for a selected school
- Menu item – Summary by School provides an option to choose a school and view student data.
- DVR Reports: Education Setting & Grade vs Age
  - DVR Ed Setting – includes any child reported for which the educational setting code may not be appropriate
  - DVR Grade vs Age – includes any child for which the grade assignment reported is not typical for the age of the child
- Summary by Instructional Program Type
  - Provides a listing of all children and their reported instructional program type; this is a report your school business official may be interested to review.

There are two options to review data for each student; click on student's name OR click on paper/pencil icon under column VIEW. This is read only access – you are not able to make any corrections. If a correction is needed, contact DOE.

Using this menu option you are able to expand by clicking on the + sign to see each student reported for that disability.

Report Options

- Click on the Menu item – Reports
- Select Report Group dropdown – District
- Reports available:
  - Child Count List - will need to click on OPEN at bottom of screen, this report is the same as the child count listing that you have received in previous years.
  - Disability Report – will preload with data for all schools, all disabilities – however report may be filtered using parameters at the top of the screen for a selection of a school and/or disability (click View Report to update based on new parameters requested).
  - Multiple Disability Report – will need to click on OPEN button at the bottom of the screen, this report provides a detailed review of the data for reported MD students and also their funding level.

Reports Continued…..

- Statistical Profile Report – this report will preload with data for all schools, all disabilities – similar to the Disability Report you may select a school and/or disability. To view previous years data you must return to main menu bar and change year to any previous year.
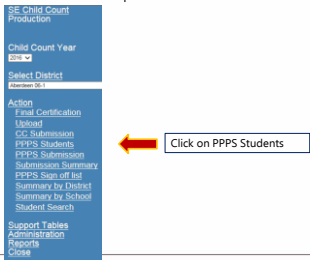
Reports Continued:

- Child Count, by Age
  - Total Child Count reported by age 3 - 21
- Child Count, by Grade Level
  - Total Child Count reported by grade levels EC - 12
- Child Count: Ages 3 – 5
  - Total students ages 3 – 5, by education setting
- Child Count: Ages 6 – 21
  - Total students ages 6 – 21, by educational setting
- Disability Count Report
  - Total district count, by primary disability
- Private School Students (PPPS)
  - List of private school students for which services are not provided by the district.
  - List of private school students for which services ARE provided can be printed from the screen on which the district signs off.

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PPPS (Parentally Placed in Private Schools) Data Collection

AFTER the Child Count data is submitted and the district has signed off --- then a district, if required, may upload or enter data for private school students. The menu item PPPS Students is one of the options available under "Action".

← Click on PPPS Students

SE Child Count Production
Child Count Year
Select District
Action
Final Certification
Upload
CC Submission
PPPS Students
PPPS Submission
Submission Summary
PPPS Sign off list
Summary by District
Summary by School
Student Search
Support Tables
Administration
Reports
Close

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Entering Data for Private School Students

Districts that must submit data for (KG-12) private school students have three options:

1. Districts may indicate that they have no private school students to report
   - Click No, and then click SAVE
   - Proceed to PPPS Signoff, click on Submit after entering name and title
2. Districts may enter the data for their private school students
   - Indicate Yes, then click on Enter, Save & Continue
   - If the district has not yet finalized (signed off) on the child count upload – that must be completed first. An error message will display to remind you to sign off on the student child count.
   - If the district has signed off on the student child count, click on Save & Continue and Add.
     - Services Provided to this student? Yes or No
     - State ID of student – if reported yes to the first question the student MUST be included in your student child count and if reporting no the student should NOT be included in the student child count
     - If the services are provided (YES) and state ID is entered the name of the student should be displayed following the state ID data field and the birthdate should be entered for you.
     - Click on Insert
     - Continue to add all students in same manner
3. Districts may upload the data for their private school students
   - If the upload option is chosen, click Save & Continue
   - On following screen browse for data file of PPPS students and click on Upload File
   - Upload process is the same as student child count, browse, for file and if no errors are found click on Import

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Things to check if a student doesn't show up on your child count report

- Make sure the student has an active special ed record on December 1st. Sometimes if there is a change in IEP, the old record gets ended but a new record does not get put in.
- Any student under the age of 3 or over the age of 21 will not be on the report.
  - Birth date errors are common. If you need to change the birth date, you will need to go into the **Demographics** tabs to make the change.

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Things to check if a student doesn't show up on your report

- If the student is an out of district placement but they are not on your report, you will need to make sure they are entered into Infinite Campus under the Sped/Out of District Placement School correctly.

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Final Steps by DOE

- When all districts have completed their data submission and submission of data signed off (by January 18, 2019), DOE will review before finalizing the data for federal reporting purposes.
- With the assistance of BIT we will review data to ensure that all data is reflective of the data reported in your district INFINITE CAMPUS student data program.
- All districts will be notified by email when all edits are complete.
- As per ARSD 24:05:17:09 the district superintendent will complete a signoff for a final certification of the data reported by February 8, 2019.

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Final Certification Signoff

Near the end of January all districts will be notified that final certification of the child count data submission may now be completed. All district superintendents will be required to log in, click on final certification menu item and enter their name and title and click print and submit. Final certification should be completed by February 8, 2019.

Contacts or Questions?

Informational & guidance documents regarding this data collection will be posted to the December Child Count webpage.

http://www.doe.sd.gov/ofm/data-childcount.aspx

Contacts:

- For questions about appropriate data submission – contact your SE regional representative http://www.doe.sd.gov/oess/documents/17-SPED-reps.pdf or Angel Corrales 773-3783
- For questions about how to enter data to Campus or extracting the data from Campus – contact Teri Jung, 773-8197
- For questions about using the data submission program – contact either Susan Woodmansey, 773-4748 or Bobbi Leiferman, 773-5407